Assessment Ladder: Reasoning With Evidence

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| **Levels of Development** | | **What teacher needs to do to move students up the ladder** | |
| **Fully Independent** | Consistently uses a broad range of text and other resources. Questions and uses valid resources. Applies evidence appropriately. Writes a coherent support statement. Prompts others to support claims. | **Self-Coaching** | Encourages sharing of thinking through speaking and writing with adults and peers. Suggests a broad range of resources for finding evidence. |
| **Self Aware** | Understands the importance of supporting claims with evidence. May need direction in finding strong and appropriate evidence. May question validity of evidence. Responds to models for finding evidence and writing strong support statements. | **Coaching** | Encourages self motivation for continuing to expand thinking, resources and responses so that reasoning with evidence becomes a habit. |
| **Developing** | Can say “why” when prompted. Simplistic responses that may show some higher level thinking. Uses own experience as evidence. Relies on models for responding. Needs prompting and reassurance from teacher. | **Supporting** | Supports student with models and suggestions that promote expansion of sources and written work. Provides opportunities for practice. |
| **Only with Teacher Direction** | Difficulty making a claim. Does not understand need to support with evidence. Prompts may provoke a limited response. Needs much teacher support. | **Directing** | Provides consistent and direct models. Prompt consistently “What makes you say that?” |

Developed by Ellen Cale and Lindsay Ballard